DOCUMENT RESUME

ED 113 576 CE 005 327

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|---|---|
| TITLE | Career Education: A Model for Oklahoma. |
| INSTITUTION | Oklahoma State Dept. of Education, Oklahoma City.; Oklahoma State Dept. of Vocational and Technical Education, Stillwater.; Sand Springs Public Schools, Okla. |
| REPORT NO | VT-102-125 |
| PUB DATE | 74 |
| NOTE | 47p.; For related document, see CE 005 328 |
| EDRS PRICE | MF-$0.76 HC-$1.95 Plus Postage |
| DESCRIPTORS | *Career Education; *Elementary Secondary Education; *Integrated Curriculum; *Models; *Program Development; Program Planning; *Records (Forms); Statewide Planning |
| IDENTIFIERS | *Oklahoma (Sand Springs); Sand Springs Public Schools |

ABSTRACT

The booklet for implementing career education is one of the products of the career education project at Sand Springs Public Schools, Oklahoma. Areas of concern are: selection of staff, orienting the community, planning inservice training, developing goals and objectives, organizing an advisory council, establishing a placement function, using field trips and speakers, infusing career education activities into the school curriculum, and developing a system of evaluation for career education. Forms and materials developed in the project are appended, making up the bulk of the document (30 pages). (MF)

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# CAREER EDUCATION:

## A Model for Oklahoma

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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Developed jointly by staff of

The Oklahoma State Department of Education

The Oklahoma State Department of Vocational and Technical Education

Sand Springs Independent School District #2

(VT-102-125)

1974

Sand Springs Public Schools

Sand Springs, Oklahoma

CE 005 327

# Forward

There are several models existing for a career development approach to the total curriculum. The fundamental premise is that, where applicable, each teacher should emphasize the career implications of the particular subject matter being taught. While specific terms and program titles differ slightly, the general pattern is to provide occupational information and developing concepts about the world of work in grades K-6, occupational orientation and exploration in grades 7-9, and career preparation in grades 10 through post secondary.

If schools are to be relevant, they must provide preparation for the world of work as an integral part of the curriculum from kindergarten through post high school years. With the advancement of technology, it will be more difficult for the high school student, who does not have a salable skill, to enter the labor market.

The State Department of Education acknowledges the contribution of the members of the State Career Education Committee and others who prepared this model.

It is the sincere hope of the State Department of Education that the material in this booklet on career education will be particularly valuable in organizing and expanding our educational program to meet the needs of our youth.

Leslie Fisher
State Superintendent

# Preface

A major goal of career education is to broaden the base of information on which career decisions are made. We in Vocational-Technical Education would like to see schools providing teaching/learning experiences for students that will furnish information needed for decision making and, where applicable, the entry level skill for beginning a career. It would be desirable for each teacher at each grade level in each course to emphasize the contributions that subject matter can make to a successful career as well as exploring careers in that particular area of study. We are concerned that schools utilize community resources to add a measure of relevancy to school work. By linking learning to action, we change the source of motivation of students from extrinsic sources to the desire to do something useful, productive, and respected.

This booklet for implementing career education is one of the products of the Career Education Project at Sand Springs, Oklahoma. The ideas outlined are those that have proven successful for the Sand Springs public schools. Ideas contained in the booklet can be used by the person or persons responsible for implementing career education. A well developed career education program will provide a more adequate basis for students making occupational choices and choosing the training and/or education to prepare for that occupation.

The efforts of the career education staff, school administration, teachers, and citizens of Sand Springs in implementing career education are commendable. I encourage school administrators, teachers, and counselors to utilize this model to develop meaningful learning experiences in career education.

Francis Tuttle, Director
State Department of Vocational and Technical Education

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# Introduction

## CAREER EDUCATION - WHAT IS IT?

Career education is an integral lifelong process. It prepares individuals to become personally fulfilled, economically self-sufficient, and responsive to their responsibilities as citizens. The fundamental concept of career education is that all aspects of education--curriculum instruction, counseling, and working--should be involved in this process.

Career education is a total concept which should permeate education, giving a new centrality to the objective of successful preparation for and development of a lifelong, productive career.

## CAREER EDUCATION - HOW DOES IT WORK?

Career education is continuous and extends throughout the working life of the individual. Under this concept, every learner should leave the educational system with an entry-level salable skill in a chosen occupation. The complexity of the skill will depend upon the point at which the learner leaves the educational system, as well as the career interest of the learner. Career education also involves returning to the educational system to gain further competencies in one's career or to change career direction.

Career education functions through the total efforts of public education, the home, and the community. It is aimed at helping all individuals become familiar with the values of a productive society, to integrate these values into personal value systems, and to implement these values in individual life styles. As a result, a productive career should become possible, meaningful, and satisfying for each individual.

## CAREER EDUCATION - WHAT IS IT FOR?

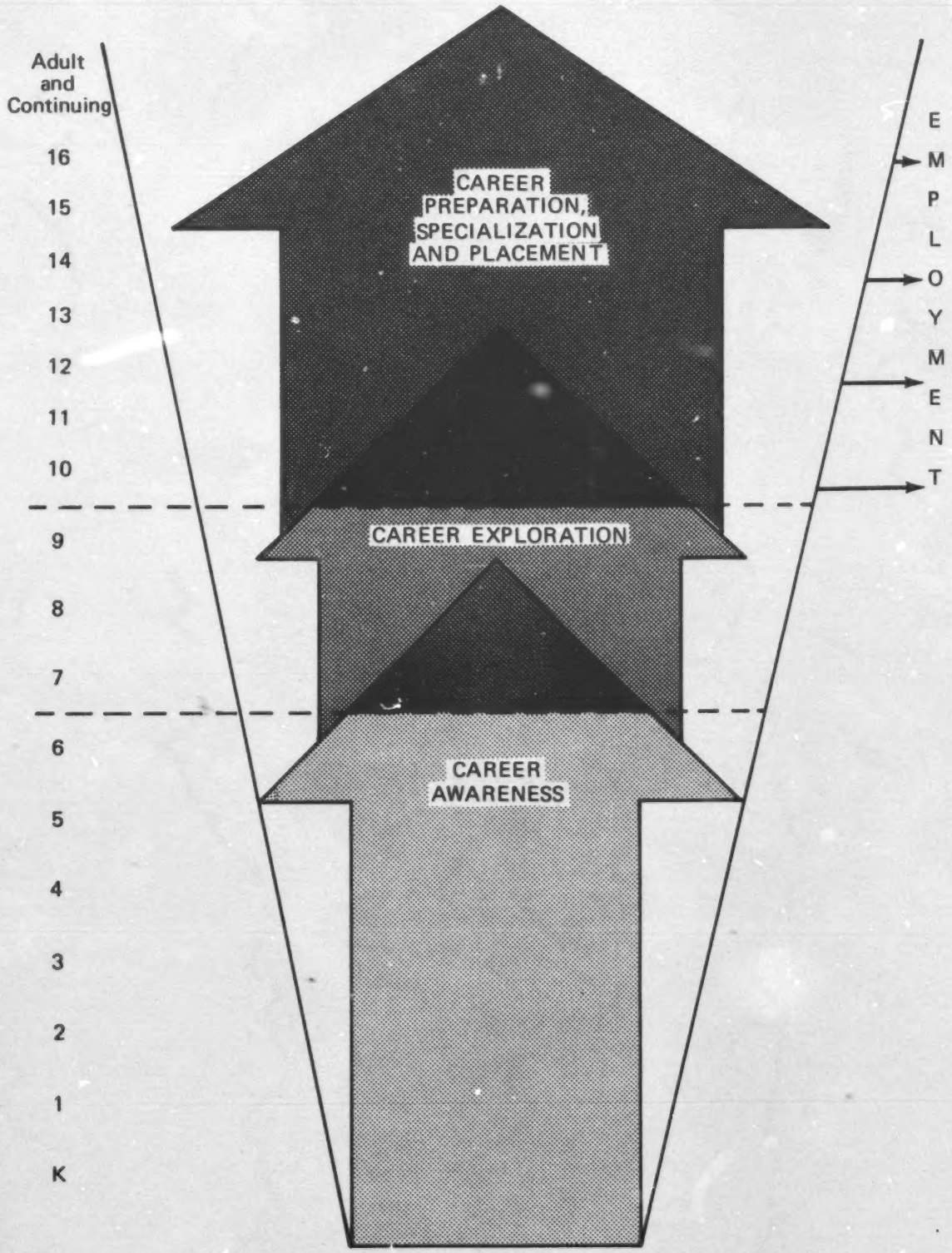
Basically, career education concerns itself with the problems of the economic man through providing him with a link between his education and his work. It also recognizes that there are some significant aspects of every man's life outside his role as an economic man. He is also a citizen, a person, and an heir to man's past creativity which he not only must take into account, but has an obligation to perpetuate. Therefore, choices involving personal life styles, personal values, and leisure time preferences are his career development.

## CAREER EDUCATION - WHO IS IT FOR?

Career education goals include one hundred percent placement of all learners. Placement may be in a career or in an educational program which offers additional preparation. The placement feature has a double purpose: (1) to ensure that career education is goal-oriented for all learners, and (2) to ensure that the educational system is willing to accept the responsibility for its programs. Placement and follow-up is a demanding feature of career education. It provides the most important basis for accountability.

Career education includes the community. The environment and resources for career education include both the school and the community. Education does not take place in a vacuum. Learning occurs at all times. No single agency or institution should attempt to assume full responsibility for all aspects of education.

## CAREER EDUCATION MODEL



# The Model

## MAJOR GOALS

Three major goals of career education have been agreed upon:

1. To improve quality of career choice.
2. To improve individual opportunities for career entry.
3. To improve individual opportunities for career progression.

To facilitate the achievement of the goals, the school program is divided into the following phases:

AWARENESS
EXPLORATION
PREPARATION and SPECIALIZATION
PLACEMENT

## AWARENESS

Career awareness may continue through a person's life but will receive major emphasis in grades K-6. The objectives of awareness are attitude development and awareness of the world of work. Acquiring positive attitudes toward the world of work is a developmental process which should begin with self-awareness and gradually move toward helping each student formulate career thoughts so he will develop a positive attitude toward becoming an effective worker in a career-oriented society. The student must first develop a positive attitude toward work or other workers. Career education does not seek to impose any particular set of work values on any individual. Career education presupposes that one cannot develop personal work values without becoming familiar with those held by others and developing an understanding of their basic effects upon the individual and upon society.

## EXPLORATION

Career exploration may continue throughout a person's life but will receive major emphasis at grades 7-9. The objective of this phase is to help the individual integrate work values determined in the awareness phase into a personal value system.

Opportunities to explore a variety of occupational clusters are provided through "hands-on" occupationally oriented teaching methods that enhance the learning of academic content. Included are all those activities designed to help the student explore the personal meaning that various work values hold for the individual.

## PREPARATION and SPECIALIZATION

In grades 10-12 the students should begin to narrow their vocational choice to one career. They should develop understanding of the need for continuing education or training in a chosen career.

Career preparation and specialization seeks to help individuals integrate work values in their lives and consists of all those activities and procedures needed to make an individual proficient in a salable skill. Preparation and specialization through adult and continuing education is a lifelong process.

## PLACEMENT

Placement is a lifelong process but becomes more important in the upper grades and beyond where individuals need help in getting into the appropriate program, school, or job. Placement includes job counseling for those preparing to go directly to work and school counseling for those wishing to continue their education.

# Implementing A Career Education Program

All of the following are necessary to successful implementation of a career education program.

- Selecting the Career Education Staff
- Orienting the Community To the Concept of Career Education
- Planning In-Service Training For School Personnel
- Developing Goals and Objectives
- Organizing and Using An Advisory Council
- Establishing a Placement Function
- Planning and Using Field Trips and Speakers From Business and Industry
- Infusing Career Education Activities Into the School Curriculum
- Developing a System of Evaluation For Career Education
- Finding Career Education Materials

## I. SELECTING THE CAREER EDUCATION STAFF

In order to fuse career education concepts into the educational program of a school district, one person should be designated as the career education director with major responsibility for establishment of career education.

Recommendations for Career Education Staff

Career Education Director

A career education director should be hired or designated to work with the superintendent of schools in determining the organization and structure needed to implement career education. The director should have experience in school administration or supervision with a background that includes active participation in community affairs. It would be helpful if the person had some experience in working with the concept of career education.

The director should answer directly to the superintendent of schools or his designated representative for instruction. He should have overall responsibility for directing the establishment of career education in the school.

Duties of the Director

Responsibilities of the career education director would include:

- Coordinating program with the administration, counselors, and teachers
- Organizing a career education advisory council
- Helping develop goals and objectives
- Assisting in selection of resource materials
- Directing career education activities with teachers
- Providing supervisory leadership to teachers
- Directing workshops and in-service training
- Directing a career information service
- Directing the testing program
- Directing a placement service
- Developing community relations and involvement

This is not to suggest that one person can serve in all these capacities, but that all of these functions must be met. In some instances the principal will assume most of the leadership function, however the career education director should be responsible for those functions.

Career Education Staff

The size of the school will determine the need for additional staff. The following is a recommendation for the number of full-time additional staff members:

a. One elementary career education coordinator is needed for each 50 elementary teachers.

b. One middle or junior high school career education coordinator is needed for each 50 middle school or junior high school teachers.

c. One senior high school career education coordinator is needed for each 50 senior high school teachers.

d. One placement coordinator is needed for each 450 high school students.

e. The professional staff listed in items a-c should have certification, supervisory abilities, and should have a background of experience in community affairs commensurate with their particular areas of responsibility. The placement coordinator should be a certified counselor and have knowledge of the industrial and business community.

f. Enough clerical help should be furnished to assure that the professional career education staff will be free of clerical responsibilities.

## II. ORIENTING THE COMMUNITY TO THE CONCEPT OF CAREER EDUCATION

The success of career education involves the support of educators, parents, business, labor, and industry. The publics need to know what their various roles are, what career education should do for students, and something of the activities involved in implementing career education. All publics should be assured that implementation of career education will not be detrimental to excellence in academic, extra-curricular, or other existing features of the school.

The following are some suggested ways to orient the public to career education:

- Submit articles about career education activities to local and school newspapers
- Present career education concepts to chamber of commerce and civic and service organizations
- Disseminate a letter introducing career education to all school personnel
- Hold group and individual conferences with school personnel and community leaders
- Encourage advisory council members to use available opportunities to inform the public about the career education program.

## III. PLANNING IN-SERVICE TRAINING FOR SCHOOL PERSONNEL

Orientation for personnel is best provided by pre-implementation workshops and training sessions. The in-service training should emphasize the concept and how to infuse the career education activities into the school curriculum.

Educators and community leaders from labor and industry should be involved with the school in-service activities.

In-service workshops should be one or two weeks in length. If it is impossible for a school to hold an in-service workshop during the summer, two or more schools or the schools in one or more counties could hold workshops. Personnel could attend a career education workshop at a college or university if local in-service sessions are not feasible. Arrangement for college credit may be made for local workshops.

One or two-day sessions during the in-service week before school starts could be useful in coordinating initial career education activities of the school year.

The director of instruction or career education director should hold regular meetings with teachers by grades, disciplines, or buildings, depending on the size of the school system. The regular meetings could be one-day Saturday sessions each semester.

In-service training can be accomplished through teacher committees organized by grades, disciplines, or building level, depending on the size of the school. Committee chairpersons can be selected from throughout the school system to assist the director in organization of the committees.

All meetings and training sessions should afford participants with opportunities to share their ideas and to become aquainted with fellow teachers. Incentives such as college credit or stipends should be considered.

## IV. DEVELOPING GOALS AND OBJECTIVES

The goals and objectives provide a sense of direction and accomplishment for staff and students and should be developed early in the planning stage. A resource person who has had training in teaching other people to write goals and objectives should assist the staff. A resource person may be secured from the State Department of Education or the State Department of Vocational and Technical Education.

Goals are long-range, non-measurable, broad statements of purposes and should be developed through broad participation of people in the school and community.

Objectives are specific and can be measured. They are set in a definite time frame and contribute to the achievement of program goals.

Considerations:

1. Goals should be developed through broad participation of people in the school and community.
2. Instructional objectives, which define learner outcomes, should be developed for each class and should be measurable by student performance.
3. All the staff should be involved in writing and reviewing the program goals and objectives.
4. A session which involves the staff in actual writing of objectives under the instruction of a resource person should be an essential part of in-service training.
5. There should be close coordination within departments, among departments, and among grade levels.
6. There are many formats for writing objectives. A format should be selected by the school system which will guide teachers in the formulation of objectives.

## V. ORGANIZING AND USING AN ADVISORY COUNCIL

The career education director, in cooperation with the school administration and community leaders, should organize an advisory council with representation from business, industry, educators, parents, and students.

The director needs to develop a list of possible members in consultation with leaders from civic clubs, chamber of commerce, PTA, and the school system. The director should visit each selected individual to obtain his commitment to serve.

The Advisory Council should be divided into five committees--Steering, Publicity, Community Service, In-School, and Placement--with a chairman, assistant chairman, a secretary, and two members to each committee. Each committee should be representative of business/industry, school, parents, and students.

The Advisory Council should meet regularly during the year. The committees should meet separately as necessary in addition to the general council meetings. Each committee should develop its plan of action.

The Steering Committee should be composed of the chairman from the Advisory Council and the chairmen

of each committee. It should function as an executive body to provide general direction and coordination, to call all advisory council meetings, and to assign major roles and tasks to the committees.

The Publicity Committee should work with all available media and local organizations to publicize career education. Suggestions include a special edition of the local newspaper, a career education school newspaper, window displays, radio spots, public address announcements, and TV presentations.

The Community Service Committee should identify, organize, and develop career education learning experiences that are available in the community. The committee should obtain sponsors for special events such as a career fair, a career day, a poster contest or a window display contest to involve the community in career education activities.

The In-School Committee should work with the faculty, students, and community resources to facilitate integration of career education into the existing program of instruction.

The Placement Committee should help the placement office locate jobs for students and keep placement staff current on changes in education requirements and job qualifications.

The director should be an ex-officio member of each committee.

## VI. ESTABLISHING A PLACEMENT FUNCTION

Provide a facility for the placement function.

Talk with people who do job placement (local employment agencies, personnel managers, vocation teachers) to get ideas.

Develop and use essential forms. (See suggested samples in appendix on page .)

Find out where the jobs are and where the employers are. The advisory council is a most valuable source for finding who employers are. Make a list of employers in the area by using one's own knowledge, contacting the Chamber of Commerce, and civic clubs, using the telephone directory, or consulting with vocational teachers who place students on jobs. Contact employers. Call for an appointment with the employer and meet with him to acquaint him with the placement efforts and to become familiar with his company and his employment needs. Gather the information necessary to complete the employer form.

Publicize the placement services. Contact local newspapers, and radio and TV stations and let them know what is being done. Contact civic clubs and the local chamber of commerce and have the placement services explained to their members. Contact students and teachers to tell them about the placement services.

Obtain student information by completing student folders and job applications on high school students seeking employment.

Refer qualified students to employers. Never refer a body to fill a job; refer only qualified applicants. Proper referral can make the placement office; improper referral will ruin it. Send what the employer asks for, and always be truthful with both the student and the employer. It is important to call the employer before arranging a job interview for the student. The student should be informed about the job and how to apply for it. The employer should be informed about the student. Follow up on the employer or the student, or both. Record the results of the referral.

Emphasize relationships between school and careers by:

Providing students with career information. Resources available include employer contacts, college catalogs, "Occupational Outlook Handbook," "Dictionary of Occupational Titles," VIEW Decks, and SRA Occupational Exploration Kit.

Making use of test and personal information about the student to assist the student in decision making. Help the student understand himself better through use of achievement tests, aptitude tests, and interest tests as well as special interests or training he may already have.

Work with student and employer problems. Students who have problems in keeping jobs need special attention or counseling. Placement officer and employers should work together to solve problems of student workers.

## VII. PLANNING AND USING FIELD TRIPS AND SPEAKERS FROM BUSINESS AND INDUSTRY

Speakers and field trips should be used to expose students to a wide range of careers. Teachers prepare youngsters for what they might see or hear prior to the activity and follow the activity with a review of its relationship to their studies.

Some forms for field trips and speakers include: (see appendix)

- Parent survey
- Civic organizations survey
- School personnel resources
- Trip permission slip
- Field trip request form

- Report on field trips
- Speaker request form
- Report on speakers
- Material request form
- Teacher's monthly report of class activities
- Certificates of award
- Control sheet of weekly activities

Requests for field trips and speakers should be submitted to the career education director for appropriate action.

The parent and civic organization surveys help obtain information about field trips. Teachers can also survey parents through the students for additional resources. Permission slips for elementary students to make field trips may be signed for the year and should be kept on file either by the principal or the teacher.

Speaker and field trip request forms submitted by teachers can be used to coordinate these activities.

Speaker and field trip reports evaluate the activities and may be used by teachers subsequently to improve this phase of the program.

Parents may accompany youngsters on field trips when a certain number of adults are necessary.

After the appearance of a guest speaker or after a field trip has been made, certificates of appreciation should be awarded. Thank-you letters should also be sent from classes and career education coordinators.

Considerations:

- Orient classes before the activity
- Follow-up to relate activity to class work
- Don't over use a speaker or business

## VIII. INFUSING CAREER EDUCATION ACTIVITIES INTO THE SCHOOL CURRICULUM

### ELEMENTARY

Elementary teachers should use their adopted curriculum as a basis for career awareness activities. Resources are available which will help relate class work to careers. Some appropriate activities may include (1) role playing, (2) puzzles, (3) observation of uniforms, supplies and equipment used on jobs, (4) career bulletin boards, and (5) hands-on activities.

Secondary students may be used as resource persons for elementary youngsters. They may give demonstrations or be panelists to discuss their reasons for study in their particular field and how that study may be used in a career.

Such items as electric quiz boards, model movie-roller boxes, and puppet stages may be constructed in summer workshops to acquaint elementary teachers with hand tools. Other hands-on activities may be introduced in workshops. Hands-on activities teach children that they must cooperate with others for work to be accomplished and that working with your hands can be constructive. Appropriate tools should be made available in each elementary school. (See appendix for tool list and cart ideas.)

Coloring books, occupational comic books, films, filmstrips, slide programs, and other audiovisual aids about careers may supplement all curriculum areas. News articles and pictures should be used whenever possible.

Contests may be used to stimulate interest in careers. Contests may be group or individual by rooms, school or community wide.

### JUNIOR HIGH OR MIDDLE SCHOOL

Junior high or middle school teachers may integrate career activities with their regular classroom presentations during the school year. Career activities may include field trips, speakers to classes, career bulletin boards, and various other activities that will make classwork relevant to careers. Information about occupations related to the subjects being studied provides additional interest for the students and encourages them to think about their future and their occupational choice.

Teachers may find that they are already doing things to bring careers to the attention of students and need only to emphasize the jobs instead of the products. For example, the music teacher may take students on a field trip to a music store where music and musical instruments are sold. This enables the students to see music as a business as well as a profession, and observe the people employed and what they do. Interviews with the workers may reveal their training for their jobs. Appropriate field trips and speakers may be related to each of the subject areas.

In addition to these activities, films, filmstrips, and video tapes may be used to inform the students about certain careers and professions.

Industrial arts programs for junior high should include exploration units in construction, manufacturing, communication and media, and transportation.

Students may visit the high school classes for orientation to their future educational opportunities. Students and teachers in high school classes may serve as speakers and provide demonstrations in such areas as drafting, carpentry, commercial art, journalism, or whatever courses are available.

Junior high school students may serve as speakers, demonstrators, or helpers to elementary classes. For example, home economics classes may give demonstrations in decorating cookies or cupcakes, making cookies, churning butter, and sewing on buttons. The elementary students may make a trip to the junior high school, or the junior high students may go to the elementary school, depending on the activity and the equipment needed.

Careers and occupations should be integrated into the subject matter curriculum so that they will no longer be a separate entity from the academic subjects, but brought together in one broad realistic approach to education. Activities provide the student knowledge of careers, of himself, and his likes and dislikes.

HIGH SCHOOL

High school teachers can help make the teaching of high school subjects relevant to the real world. Teachers should be willing to try to test new ideas. The first year, of necessity, would be one of career awareness for teachers as well as students. As in junior high school, field trips and speakers give the students new insight into the working world.

The school library should have current materials about careers. The VIEW Deck and Occupational Exploration Kit have a wealth of information about hundreds of careers and jobs. Many books are available on individual careers, possibly already in the library. These, together with filmstrips, films, or any other material related to career education can be arranged in a corner of the library and designated as a "Career Corner." Bulletin board materials are available and original bulletin boards on careers stimulate interest. The librarian could print a listing of career related materials in the library for distribution to the teachers.

The career education coordinator can be of great help to the teachers in identifying and scheduling activities. Many of the activities described at the junior high and elementary levels are appropriate to the high school. For example, speakers may relate more directly to preparation and specialization at the high school level.

## IX. DEVELOPING A SYSTEM OF EVALUATION FOR CAREER EDUCATION

Evaluation should be based on achievements of established program objectives.

Each teacher and counselor should make a self-evaluation based on those objectives that relate specifically to his/her area of responsibility. The result should be a statement of the level of attainment of each objective together with a method of improving deficient areas.

These self-evaluations should be accumulated by the building principal who would then develop a self-evaluation based on those objectives relating to his building. Again there should be a statement of accomplishment with suggestions for improvement.

The career education director should accumulate the building evaluations and develop an evaluation for the school system and suggestion for improvement.

The evaluation system should provide for a clear feedback to staff and resultant changes for improvement.

Feedback should be in the form of changes in objectives, in budgets, in activities, and/or in in-service training. As in the process of initiating career education, involvement of the entire staff is necessary to accomplish the desired changes.

## X. FINDING CAREER EDUCATION MATERIALS

The curriculum and resource centers of the State Department of Education and the State Department of Vocational and Technical Education can supply materials and sources of materials. Educational firms have developed materials on career education. In addition, the business community is a rich source of instructional materials.

# Appendix A

## Placement Forms

# Development of Placement Forms

The efficiency of a placement office depends greatly upon the efficiency of its filing system and the procedures for keeping records. It is essential that the placement officer be able to quickly note and retrieve information regarding student referrals to jobs or training situations, counseling, potential job openings, and referral results or follow up. Information regarding the qualifications needed for a job opening as well as information regarding available students and their abilities is also essential.

To gather these bits of information into a workable filing system, the placement officers developed several forms. Both placement officers in the Sand Springs project had previously worked for the Oklahoma State Employment Service, and they were quite familiar with types of information needed and possible ways of developing forms to obtain the desired details.

Forms went through stages of development and testing before final usable copies were produced. It was found at various stages of the program that some forms needed minor revisions or in some cases possibily could be dropped from usage altogether. Following are samples of the forms and a description of their purpose.

EMPLOYER INFORMATION FORM

(back of form)
MASTER ORDER LIST

(POSITION) Warehouse worker (Laborer, Stores 922.887)

NOTE: D. O. T. titles and code numbers can be used in this section particularly if the job order file is set up on that basis.

(front of card)
EMPLOYER CARD

COMPANY _____ PHONE _____

ADDRESS _____ CONTACT (person interviewed by Placement Officer)

PRODUCT OR SERVICE _____

NUMBER EMPLOYED _____ PART TIME _____ I. C. T. OR C. O. E. (has or will employer use coop students)

AGE REQUIREMENTS _____ PHYSICAL REQUIREMENTS _____

EDUCATIONAL REQUIREMENTS _____ UNION _____

ACCEPT HANDICAPPED _____ EXTENT _____

BENEFITS _____

TYPES OF POSITIONS EMPLOYED (president, secretary, salesman, engineer, draftsman, machinist, warehouse worker, laborer, etc)

WILLING TO SPEAK TO CLASSES _____ WILLING TO HAVE TOURS _____

VISUAL AIDS AVAILABLE _____

EMPLOYER INFORMATION CARD (Inside)

JOB CATEGORY Management: President, Vice-president, Sales manager

EDUCATIONAL REQUIREMENTS College Degree PHYSICAL REQUIREMENTS

RATE OF PAY HOURS varied--often over 50 hrs/week

DUTIES Responsible for the smooth operation of their department. May hire workers under their supervision. CONTACT Mr. Sample

JOB CATEGORY

EDUCATIONAL REQUIREMENTS PHYSICAL REQUIREMENTS

RATE OF PAY HOURS

DUTIES

CONTACT

JOB CATEGORY

EDUCATIONAL REQUIREMENTS PHYSICAL REQUIREMENTS

RATE OF PAY HOURS

DUTIES

CONTACT

JOB CATEGORY

EDUCATIONAL REQUIREMENTS PHYSICAL REQUIREMENTS

RATE OF PAY HOURS

DUTIES

CONTACT

JOB CATEGORY Warehouse workers and Laborers

EDUCATIONAL REQUIREMENTS read and write PHYSICAL REQUIREMENTS Pass company physical.

RATE OF PAY Start at $2/hr merit raise to $4 HOURS 40 hrs/week

DUTIES Move products about within the plant and warehouse. Also keep inventory and handle all shipping and receiving. CONTACT Mr. Workman

BASIC THINGS EMPLOYER LOOKS FOR IN HIRING AN EMPLOYEE Good attitude, Basic skills--ability to read and write, proper educational requirements for higher positions.

COMMENTS Working conditions very pleasant in office. Plant quite noisy and dusty.

## Employer Information Form

Description: 8" x 10" card printed on both sides and to be folded to 5" x 8" for filing.

Purpose: To collect significant information about a specific business or industry when canvassing the community for the purpose of job development and acquainting business and industry with the career education program.

Summary of Contents:

Front: (Employer Card) This section was completed by the placement officer when visiting a business or industry. It contains space for general information about the employer and also provides space to indicate potential resources for classroom use: speakers, tours, or visual aids which the employer would be willing to provide.

Back: (Master Order List) This area provides space for listing actual job orders received from the employer and which are retained in the active or inactive job order files.

Inside: Space is provided in this section for a more detailed break-down of the jobs involved in the particular business or industry listed on the front. Five identical sections are provided. It was found in our usage of this part of the form that it was too structured. Not enough space was provided for some business or industries, and too much space was available in other cases. It was felt that this section would have been more practical if it had been left blank or simply lined. The space should still be used for the same type of information, however. Our concern was to find out a bit more about the organizational structure of a business or industry and how the jobs were interrelated.

The most practical, and therefore perhaps the most important part of this section was the part asking the employer about the basic things he looked for when hiring a new employee. It is also helpful to list the entry level jobs within the company or business and what the requirements are for entry into those jobs.

## JOB ORDER FORM

(front of card)

JOB ORDER

JOB TITLE _____ DOT CODE _____

COMPANY _____ PHONE _____

ADDRESS _____ CONTACT _____

FULL TIME _____ PART TIME _____ I.C.T. or C.O.E. _____

AGE REQUIREMENTS _____ PHYSICAL REQUIREMENTS _____

EDUCATIONAL REQUIREMENTS _____ UNION _____

ACCEPT HANDICAPPED--EXTENT _____

HOURS _____ RATE OF PAY _____

BENEFITS _____

JOB DESCRIPTION _____

_____

_____

DATE OPEN _____

(back of card)

| DATE | PERSON REFERRED | POSITION | DUR | PAY | RESULTS | REMARKS |
|---|---|---|---|---|---|---|
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## Job Order

Description: 5" x 8" card printed on both sides.

Purpose: To obtain pertinent information from employers regarding job openings. A workable job file was established with these forms. By having one section of the file for active (open orders) and another for inactive (closed orders) the placement officer can save time if an employer re-opens an order at a later date. When that happens, the placement officer simply moves the order from the inactive to the active section of the file.

Summary of Contents:

Front: Space for indicating information about the employer, the job available, and whether the job could be filled by ICT or COE students. (This latter procedure insured a good working relationship with existing vocational programs.)

Back: Space for indicating referrals to job listed on front of order and results of referral.

JOB APPLICATION FORM

JOB APPLICATION

DATE _____

| | H. | F. I. |
|---|---|---|
| | | |

NAME _____
Last First Middle Initial

ADDRESS _____ PHONE _____

AGE _____ DATE OF BIRTH _____ GRADE 10 11 12

HEIGHT _____ WEIGHT _____ SSA# _____

TRANSPORTATION _____

WORK HISTORY _____

WORK WILL DO _____

HOURS AVAILABLE TO WORK _____

Work Application (Job Application)

Description: 1/2 sheet mimeographed on one side. Should be cut to approximately 5" x 8" for filing purposes.

Purpose: To obtain pertinent information on students seeking permanent or part-time employment and to establish a workable active and inactive file of students seeking employment. Applications were placed in the active or inactive section of the file according to their employment status.

Summary of Contents:

Front: Space was provided for students to indicate information about themselves and their qualifications for work. Code blocks were added for quick reference and were filled out by the placement officer at the time the application was turned in by the student:

/ = race
H = handicap (handicap noted briefly if applicable)
FI = family income (if met OEO poverty criteria)

Back The back was left blank but was used to record referral information such as date of referral, employer, job to which the applicant was referred, rate of pay, whether the job was temporary or permanent and the results of the referral.

(Front of folder)

Date_____

Mr.
Mrs.
Miss_____ Address_____ Tel.#_____
Last First Middle
Social Security Number____/____/____ Date of birth_____ Age_____

Height_____ Weight_____ Race_____ Sex: M_____ F_____

Do you have any physical limitation?_____ _____ if yes, what kind?_____
yes no

_____

Do you have a current driver's license_____ _____ Do you have transportation_____ _____
yes no yes no

Circle present grade 10 11 12 Letter grade in: Math_____ English_____

Do you have any vocational or special training for work?_____ _____
yes no

What kind? (for example, clerical, auto mechanics, cosmetology)_____

_____ How many years?_____

Business skills: Typing_____wpm Shorthand_____wpm

List any business machines you can operate_____

_____

Clubs or organizations that you belong to_____

Honors you have won_____

Hobbies or interests_____

What are your vocational goals?_____

How do you plan to attain this goal? (by college, tech school, job, military service)_____

_____

If you plan to attend a college, business or technical school, list, in order of preference, your school choices. (Name of school and address)

1. _____ 2. _____

3. _____ 4. _____

Do you plan to apply for a scholarship or some type of financial aid? _____ _____
yes no

Have you taken ACT Test_____ _____ SAT Test_____ _____
yes no yes no

Father's name_____ Age_____ Education_____

Mother's name_____ Age_____ Education_____

Parents' address_____ Tel.#_____

Father's occupation_____ Mother's occupation_____

Number of Brothers_____ Ages_____

Number of Sisters_____ Ages_____

(Inside front of folder)

G____ V____ N____ S____ P____ Q____ K____ F____ M____

OAP

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 |
| 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 |
| 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | | | | | | | | | | |

PROGRESS NOTES

| DATE | ACTION |
|---|---|
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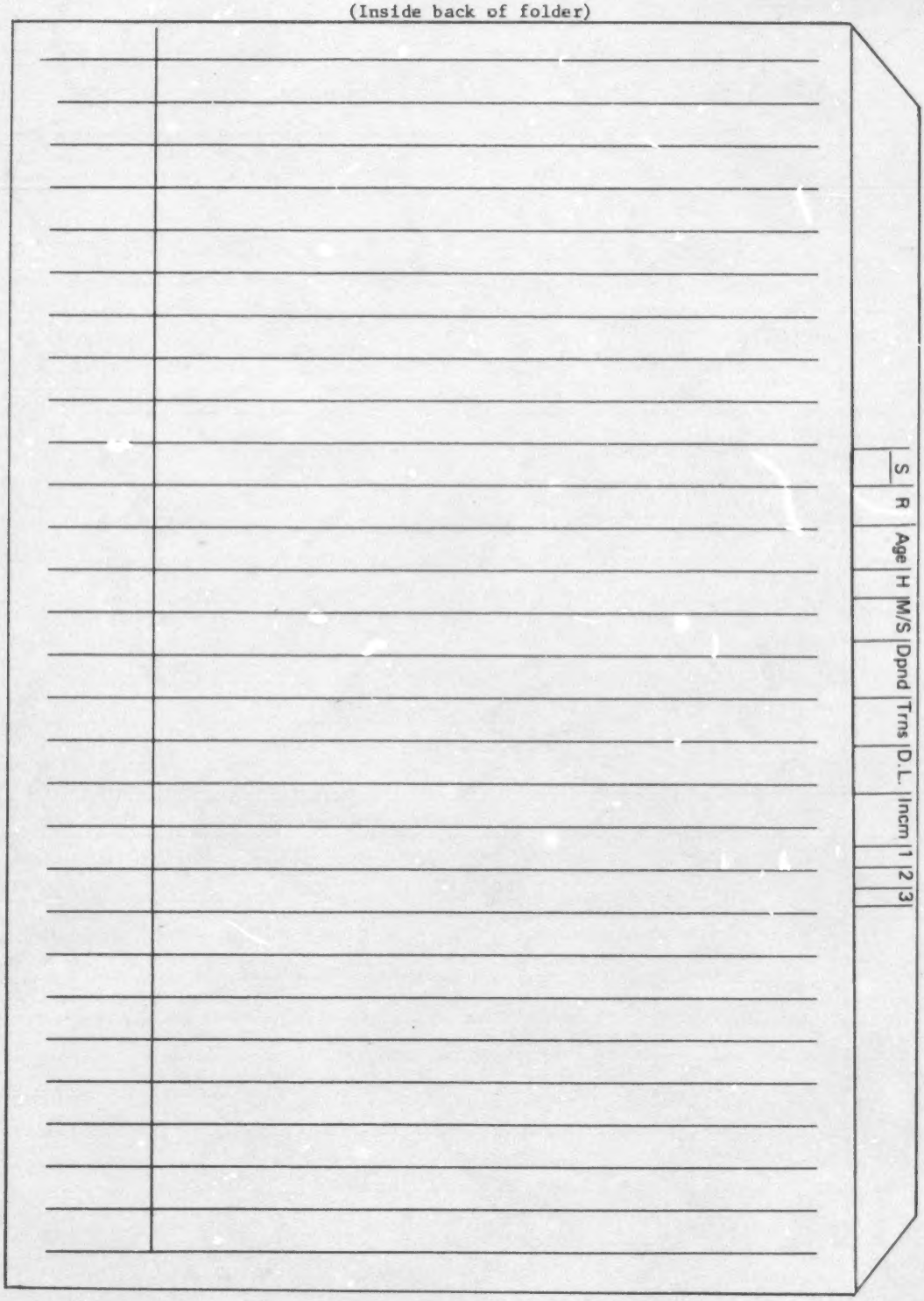
(Inside back of folder)



(Back of folder)

## WORK EXPERIENCE

Starting with your present or last job, fill out the following work experience section. List only major jobs such as full time summer jobs, part time jobs during school, etc. List odd jobs and short term jobs under "SUMMARY OF OTHER WORK EXPERIENCE." If you have never worked, check the block next to "NO PREVIOUS WORK EXPERIENCE."

| | | | |
|---|---|---|---|
| Name of present or last employer | | | What did you do on your job? |
| Employer's Address | | | |
| Employer's Business | | | |
| Length of Job | Date Ended | Pay | Reason for leaving job |
| Name of previous employer | | | What did you do on your job? |
| Employer's Address | | | |
| Employer's Business | | | |
| Length of Job | Date Ended | Pay | Reason for Leaving job |

### SUMMARY OF OTHER WORK EXPERIENCE

☐ NO PREVIOUS WORK EXPERIENCE.

DO NOT WRITE BELOW THIS LINE DO NOT WRITE BELOW THIS LINE

### COUNSELING - REFERRAL SECTION

| Date | Action Taken | Next Step |
|---|---|---|
| | | |
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## Student Folder

Description: Letter-sized file folder (full-tab) printed on all sides.

Purpose: To gather and retain information about individual high school students for counseling and placement purposes.

Summary of Contents:

Front: Questionnaire to be filled out by student indicating personal information, intended career goal, and information about the student's family.

Back: Work Experience Section (top 1/2 of back) to be filled out by student indicating present and past work experience. Counseling--Referral Section (bottom 1/2 of back) to be filled out by placement officer or counselor in summarizing services rendered to student.

Inside: Space for recording GATB scores and OAP numbers as well as other test scores. The majority of the space is lined for recording counseling notes.

Full-Tab: This space is to be completed by the placement officer or counselor. The following interpretation is from left to right:

1. Space - Student's Name
2. Code Blocks
   - S = Sex (M or F) (Also color coded at top of block--red for female, blue for male.)
   - R = Race
   - H = Handicap (indicate type if applicable)
   - M/S = Marital Status
   - Dpnd = Dependents (note number for married students)
   - Trns = Check if student has transportation to job
   - D.L. = Check if student has valid driver's license
   - Incm = Check if student's family income meets OEO poverty level making him eligible for special poverty programs
   - 1/2/3 = Grade level: 1 = 10th, 2 = 11th, 3 = 12th grade. These spaces were color coded according to currant grade level of student
3. Space - Student's career goal.

Items subject to change (age, career goal, etc.) are recorded in pencil. Permanent items are recorded in ink.

It is projected that any other significant documents or follow-up questionnaires will be filed in the student folder. Information on the full-tab aids the placement officer in finding categories of students quickly and easily

# Appendix B

## Administrative Forms

Career Education
Sand Springs Public Schools

SAND SPRINGS PUBLIC SCHOOLS

Dear _____:

The students in our class are studying about the importance of all types of work. We want to learn more about the work of each of the parents of all the boys and girls in _____'s class.

Would you answer these questions for us and send them to school by your child? We will study how your job affects our lives.

1. What is your job? _____

2. What are some of your duties? _____

_____

3. Is there anything about your work which the children in our class would enjoy seeing (pictures, materials, tools, uniforms, etc.)? _____

_____

_____

4. Would a field trip to your place of employment be beneficial at this grade level?

_____

Thank you for your consideration.

_____

Sincerely yours,
(teacher)

_____

(school)

TO MEMBERS OF CIVIC ORGANIZATIONS
Sand Springs, Oklahoma

The students in the Sand Springs Public Schools are studying about the importance of all types of work. They need to know about the various occupations of members of the Sand Springs community.

Will you answer these questions so that they can see how your job affects the people in this community?

1. What is your job? _____

2. What are some of your duties? _____

   _____

3. Is there anything about your work that the children in our schools would enjoy seeing (Pictures, materials, tools, uniforms, etc.)? _____

   _____

   _____

4. Would a trip to your place of work be beneficial to some grade level of children? _____

   If yes, what grade/s level? _____

5. Would you be willing to serve as a speaker to a class of children to tell them about your work? _____

   If yes, what grade/s level? _____

6. Do you have children in the Sand Springs Public Schools? _____

   If yes, what grade/s? _____

   Which schools? _____

Your Name _____

Civic Club _____

Herman Grizzle, Director
Career Education

CAREER EDUCATION

INFORMATION FOR ELEMENTARY TEACHERS

Teacher's Name _____

School _____

Subject/s Taught _____

If students from another school should visit your class for a field trip, what could they see or learn? List occupations:

_____

_____

_____

_____

_____

What day of the week and time of day for a field trip to your department would be best?

_____

_____

Would you be willing to go to a school to speak to a class? _____

What time of day could you speak to a class? _____

Do you have students who could speak to a class? _____

What time of day could the students speak? _____

Do you have students who could give demonstrations? _____

What time of day could the students give demonstrations? _____

If yes, what kind? _____ Give details _____

_____

_____

_____

Can you or your students provide own transportation? _____

If not, what will you need? _____

Herman Grizzle, Director
Career Education

School _____
Teacher _____
Grade _____

ELEMENTARY PERMISSION SLIP
FOR
FIELD TRIPS

_____ has my permission to participate
(Student's Name)
in the Career Education field trips in the Sand Springs Public Schools for the _____ school year.

Signed,

_____
Parent or Guardian)

_____
(Date)

---

TOUR GUIDE- For Student Observation

1. Name and kind of organization _____
2. Address of place visited _____
3. Product made or service rendered _____
4. Appearance of exterior of plant _____
5. Outstanding physical features of workrooms or offices _____
   _____
6. Observable qualities of employees:
   a. Age range _____
   b. Male vs female _____
   c. Any handicapped? _____
   d. Physical demands (finger dexterity, good vision, standing, lifting, etc.
      _____
7. Educational requirement _____
8. Need for: initiative; judgement; creativity _____
9. Is worker supervised ____closely; ____occasionally; ____seldom?
10. What psychological reward would you get from a job in this organization?
    _____

FIELD TRIP REQUEST

DATE:_____

SCHOOL:_____TEACHER_____ROOM_____

Business or Industry to be visited:

_____

_____Phone_____

Special Areas of Interest:

_____

_____

_____

Date(s) requested_____Date(s) confirmed_____

Grade Level_____Age_____Size of Group____No. of Adults_____

Type of Transportation needed (bus or walk)_____

Leave (time_____Return (time)_____

APPROVED: _____ Career Education Counselor

_____ Building Principal

_____ Office of Superintendent

DISAPPROVED: _____

REASON: _____

_____

_____

# REPORT ON FIELD TRIPS

SCHOOL: Central Elementary DATE: March 6, 1973

SPONSOR: Mrs. Miller TRIP TO: KTOW (radio station)

## POINTS OF INTEREST:

Newsroom - Machine where news is received on tape.

Studio - Viewed disc jockey announcing and playing records and commercials.

## BENEFITS TO STUDENTS:

Students received some insight into how radio news and programs are prepared and broadcast.

## SUGGESTIONS:

This is an excellent trip for third graders in connection with their Social Studies unit on Communications.

SPEAKER REQUEST

DATE: _____ SPEAKER _____

SCHOOL: _____ TEACHER _____ ROOM: _____

Topic or Career Area: _____

Special Instructions, Areas of Interest:

_____

_____

_____

Date(s) requested _____ Time _____ to _____

Date(s) confirmed _____ Time _____ to _____

Grade Level _____ Age _____ Size of Group _____ No. of Adults _____

APPROVED: _____ Career Education Counselor

_____ Building Principal

_____ Office of Superintendent

DISAPPROVED: _____

REASON: _____

_____

_____

Career Education
Sand Springs Public Schools

# REPORT ON SPEAKERS

SCHOOL: Garfield DATE: January 26, 1973

SPONSOR: Betty Hunt SPEAKER: NAME AND OCCUPATION:

Clyde Browers

Builder and Developer

## HIGHLIGHTS OF TALK:

Step by step process of building a house. Actual blueprint for students to study. Information concerning responsibilities and jobs of a builder.

## BENEFITS TO STUDENTS:

Insight in blueprints needed before building a home.
Job responsibilities of a builder.
Practical information concerning home buying, building and remodeling.

## SUGGESTIONS:

Prepare students by letting them attempt to make a house plan or blueprint of a room.

This speaker could be used along with a math unit on measurement.

# MATERIAL REQUEST FORM

Date _____

School _____

Teacher _____

| Material Requested | Item No. | Quantity | Date Needed |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

Career Education Coordinator _____

Please complete this form in triplicate:
One copy -- Teacher
One copy -- Building Principal
One copy -- Career Education Office

SCHOOL _____ TEACHER'S MONTHLY REPORT OF CLASS ACTIVITIES DATE _____

33

| TEACHERS | Audio Visual | Cardboard/Wood Carpentry | Career Bulletin Board | Career Experience Stories | C.E. Color Books/Popeye | Community Speakers | Field Trips | Hands-On-Activities | Job Discussions | Library Books on Careers | Student Presentations to Other Schools | Students Writing for C.E. Materials | Video Tapes | View/Career Kits | Visiting Student Presentations | Other |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
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Notes:

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Sand Springs Public Schools

CAREER EDUCATION PROGRAM

# Certificate of Appreciation

*Presented To*

_____

*In recognition of your presentation at*

_____

SCHOOL

*Your Contribution To Our Program Is Deeply Appreciated.*
*We Hope This Certificate Will Serve As A Lasting*
*Memento Of This Pleasant Occasion*

_____ _____ _____

COUNSELOR DATE DIRECTOR

Sand Springs Public Schools

CAREER EDUCATION PROGRAM

# Certificate Of Appreciation

Presented To

_____

In Recognition Of Your Firm Providing

**A Tour**

For

_____

SCHOOL

Your contribution to our program is deeply appreciated. We hope this certificate will serve as a lasting memento of this pleasant occasion

_____ _____ _____

COUNSELOR DATE DIRECTOR

CONTROL SHEET OF WEEKLY ACTIVITIES

WEEK OF: _____

| Age | School | Spkr. | Field Trip | Who or Where | Teacher | Time | Bus Driver | Bus No. | No. Children |
|---|---|---|---|---|---|---|---|---|---|
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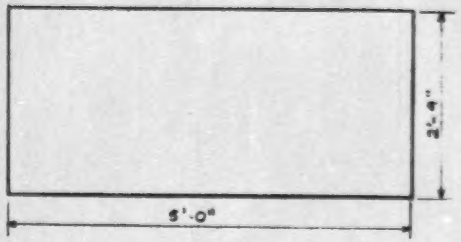
# Appendix C

## Tool List and Cart

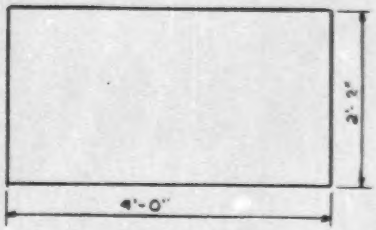



TOP

REQ' 1

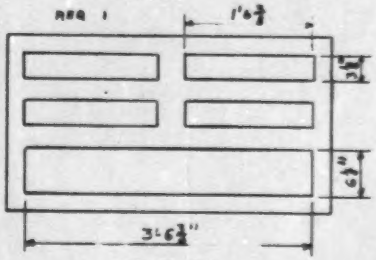
BOTTOM

REQ' 1



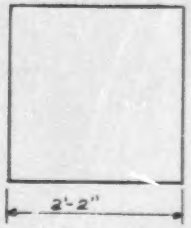

BACK

REQ' 1



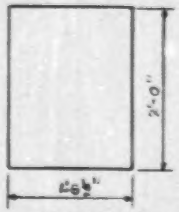

FRONT

REQ' 1




SIDE

REQ' 2

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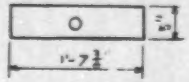
REQ' 1

SIDE

REQ' 2

BACK

REQ' 2

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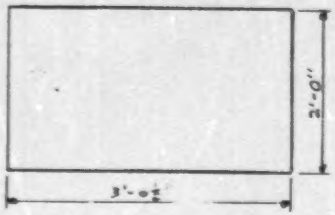


BOTTOM

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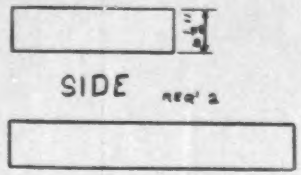


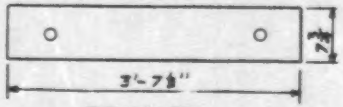
SIDE

REQ' 2



BACK

REQ' 1




FRONT

REQ' 1

CAREER EDUC. TOOL CART

SCALE: 1"=1"

DATE: 4-18-74

APPROVED BY:

SAND SPRINGS OKLA.

## PRIMARY GRADE TOOLS

| Quantity | Description |
|---|---|
| 1 ea. | Bit; drill, twist, carbon; 1/8, 3/16, 1/4 |
| 12 | Clamps; "C," 4 in. |
| 2 | Drill; hand, 0-1/4 in. chuck capacity |
| 4 | File; cabinet, half round, 8 in. with handle |
| 2 | File card |
| 8 | Hammer, claw; 7 oz. |
| 1 | Pliers; combination, 6 in. |
| 1 | Saw; hand crosscut, 16, 11 pt. |
| 12 | Saw; Coping |
| 3 | Screwdriver; 4 in. |
| 2 | Surform; file type (flat) |
| 4 | Wood Vise with clamping device |
| 6 | Try Squares 6" |
| 12 | Coping Saw Blades |

## INTERMEDIATE GRADE TOOLS

Tools Listed Under Primary Grades Plus These Tools:

| Quantity | Description |
|---|---|
| 1 | Awl, Scratch; 6 in. wood handle |
| 1 ea. | Bit, Auger; 1/4, 9/16, 1/2, 5/8, 11/16, 3/4, 13/16, 7/8, 15/16, 1 in. |
| 1 | Brace Bit; 8 in., rachet type |
| 1 | Countersink; brace, 3/4 in. |
| 1 | Divider, Wing |
| 1 ea. | Drill; twist, carbon, straight shank; 1/16, 3/32, 5/32, 7/32 in. |
| 2 | File, Round; 10 in. with handle |
| 1 | File, Three Square; 10 in. with handle |
| 2 | Hammers, Claw; 10 oz. |
| 1 | Knife, utility |
| 1 | Mallet, Wood |
| 6 | Plane, Block |
| 1 | Plane, Jr. Jack; 11 1/2 in. |
| 6 | Rules, Berch; 12 in. |
| 4 | Backsaws; 10 in. |
| 1 | Saw, Compass; 12 in. |
| 1 | Saw, Hand Rip; 20 in. 5 pt. |
| 2 | Set, Nail; 1/16 in. |
| 1 | Snips; combination pattern 10 in., 2 1/4 in. cut. |
| 2 | Surform - Pocket Type |
| 1 | Square, Combination; 12 in. |

# Acknowledgements


Oklahoma Career Education Model Committee

From Sand Springs Public Schools:

Mr. Herman Grizzle, Chairman of the Committee, Director of Career Education

From the Oklahoma State Department of Education:

Mrs. June Gruber, Assistant Superintendent, Instruction Division
Dr. John Moseley, Director, Secondary Education
Dr. Clifford Wright, Administrator, Curriculum Section
Mr. Blan Sandlin, Administrator, Guidance and Counseling Section
Mrs. Sally Augustine, Specialist, Early Childhood Education

From the Oklahoma State Department of Vocational and Technical Education:

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Dr. William W. Stevenson, Assistant Director, Research, Planning and Evaluation
Dr. William D. Frazier, Research Coordinating Unit Director
Mr. Ronald Meek, Coordinator, Curriculum and Instructional Materials Center
Dr. Irene Clements, Assistant Coordinator, Curriculum and Instructional Materials Center
Mr. Harold J. Winburn, State Supervisor, Industrial Arts Education
Miss Nedra Johnson, State Supervisor, Vocational Home Economics Education
Mr. Ralph Dreessen, Assistant State Supervisor, Vocational Agriculture

From Oklahoma State University:

Dr. Lloyd Wiggins, Associate Professor, Occupational and Adult Education

Sand Springs Public Schools Career Education Staff

Mr. Clyde Boyd, Superintendent of Schools
Dr. Wendell Sharpton, Director of Instruction
Mr. Herman Grizzle, Director of Career Education
Mrs. Irene Salter, Director of Counselors
Mrs. Pat Thompson, Placement Officer
Mr. Larry Kliewer, Exploration Coordinator
Mr. Frank Sedivy, Junior High Counselor
Mrs. Lin Brown, Elementary Coordinator
Mrs. Edra Krute, Elementary Coordinator
Mrs. Judy Treadwell, Secretary